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ABSTRACT

English language annotations of newspapers and government publications covering educational materials of interest to North Africans to (1) raise the consciousness of their Islamic and Arabic heritages (Arabization) and (2) to adapt education to the problems of the multilingual population are included in this bibliography. Citations are categorized by country. Topics include the philosophy and theory of education, educational organization, adult education, teacher training, teaching aids, special education, and Arabization and bilingualism. A special section emphasizes the educational crisis in Morocco. A list of sources and authors concludes the bibliography. (ND)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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LIBYA

MOROCCO

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P R E F A C E

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statments of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will be, we hope, not only of use to educators and students, but also of interest to those with a general interest in North Africa.

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I. MAGHREB

Cooperation

1. Fitouri, Chadly. "La Coopération culturelle: libération ou aliénation du Tiers-Monde. Ouverture de l'Année Académique 1972-73. Dixième anniversaire de l'Institut Africain de Genève" (Cultural cooperation: liberation or alienation of the Third World. Opening of the 1972-73 academic year. Tenth year of the African Institute of Geneva). 43 pp.

As a citizen of a so-called developing country, Mr. Fitouri attempts to draw certain conclusions from past experience and tries to draw attention to the problems which will be raised in the future by cooperation, especially in the field of education.

He subjects cooperation to a critical examination. It is often harmful and alienating and it is not a one-way affair as some would have it. Alienation is very visible in the domain of education, where the academic structure of the countries helped is often a reflection of the former colonizer upon which they are culturally dependent. The evaluation of the gigantic effort of school enrollment in most African countries is very disappointing, and this has to do with the way educational affairs are handled in these countries. The problem of cultural cooperation should be given its proper relative importance, and a profound change in attitudes is necessary.

II. ALGERIA

Philosophy and theory of education

2. "ITA: la formation technique ne suffit plus" (ITA: technical training is no longer sufficient). La République, Feb. 8, 1973, no. 3057, pp. 1 and 2 (1/4 page).

This is a criticism of the instruction given in the technical agricultural institutes by foreigners ignorant of Algeria's agricultural and especially of her political situation. Can the program imported by the instructors serve the objectives of the Algerian Revolution? Perhaps, if there is an on-the-site training and a complementary ideological preparation.

The subsequent classes should profit from the experience of this first instruction to give an education whose content is truly situated withing Algeria's ideological projection.

3. Mouloud, A. "Universités socialistes. Le droit de s'instruire et le doit de servir" (Socialist universities. The right to an education and the obligation to serve). La République, March 17, 1973, p. 3.

The Algerian university and the establishments of higher learning are to undergo reform, the point of departure for a veritable Cultural Revolution. The university should become a socialist undertaking of a cultural type. The students and teachers are considered as workers. They must have a professional conscience and must participate in achieving the national objectives (literacy). They should have some authority in the management of their establishments (workers' assembly, management council).

Educational organization

4. Eltufin, G. "Horizon 80: effort soutenu pour l'éducation" (Horizon 80: a sustained effort for education). Révolution africaine, no. 486, Jan. 19-25, 1973, pp. 16-18.

A discussion of the outlines of the orientations concerning the development of the educational and social sectors.

The education sector has, in recent years, benefited from an important program of accomplishments. Education should meet the economy's growing needs. Its chief problems lie in the magnitude of illiteracy, the shortage of skilled scientific and technical staff, and the shortage of skilled and highly skilled workers.

The scool enrollment objective has not yet been fulfilled, above all because of the inadequacy of the rural schools.

Incomplete statistics complicate the task of those responsible for planning in the sector of education and training.

5. "Enseignement"(Education). La République, Feb. 27, 1973, p. 2 (2col.).

This article brings together several pieces of new concerning education.

At the National Literacy Center, a seminar was held for the inspectors of elementary education and the pedagogic councillors of several wilayas. The Minister of Primary and Secondary Education emphasized on this occasion the role of the primary school inspectors. He invited them to extend their concerns to extra-curricular activities and to concern themselves with "Arabization" and literacy. The authorities are conscious of the material difficulties encountered by the inspectors and are trying to remedy them.

For the lycee planned for Ghardaia for 1973, the call for tenders has just been sent out.

A "Collège d'Enseignement Moyen" (Secondary Technical School) with dormitory is to be built in Oued Tlelat. The efforts in the field of new school buildings are continuing.

An exhibit of books has been organized at the University of Oran.

6. "Profils des systèmes d'éducation - Algérie" (Education profiles - Algeria). Bulletin de liaison et d'information, Institut des Sciences de l'éducation, no. 5, March 1973, pp. 72-75.

Algeria's educational policy is defined within the framework of the 1970-1973 four-year plan, with as objectives democratization, Arabization, technical and scientific orientation, and training and literacy courses for adults. Emphasis is placed on school building. A social policy is aimed at eliminating inequalities of socio-economic origin.

The structure of education has been defined by a decree (of Aug. 12, 1966).

The article gives a brief picture of the administrative system, the structure and organization of instruction, the programs (characterized by "Algerianization", that is, hiring only Algerian nationals, and by Arabization).

Teachers are trained by the technological institutes and the centers for further education.

7. "Ain Temouchent. Des CEM au milieu des douaras" (Ain Temouchent. CEM in the midst of the douaras). La République, March 28, 1973, p. 6 (1-1/2 col.).

During a visit to this region, the Director of the Wilaya for Education and Culture enquired concerning the school situation and especially concerning technical secondary education. A certain amount of land has been set aside for the future construction of secondary technical schools. The situation with regard to elementary education is satisfactory, but dilapidated buildings still exist and there is a shortage of schools in the regions which are far from important centers. For technical instruction, the substructure has not changed since independence and the lack of dormitories is one obstacle to girls' continuing their education. Hence there are a number of projects for the construction of such schools and dormitories.

8. "Oasis. La scolarisation est bien en avance" (Oasis. School enrollment is well along). La République, March 31, 1973, p. 3 (1/2col.).

An examination of the educational situation, the problems and the difficulties in this region, one of whose problems is a shortage of trained staff. Several establishments to be set up will make possible a partial resolution of the problems raised. In a few years, this region has caught up with the other wilayas of the north.

Educational organization - Vocational education

9. "Formation: Des centres au service du fellah" (Training: Centers at the service of the farmer). La République, Jan. 7 and 8, 1973, p. 6 (1/2 col.).

The centers for agricultural training of the wilaya are working for the success of the agrarian revolution through the training of multi-skilled agents in this sector. These centers give a theoretical training conductedin spoken Arabic, completed by a field training period.

The trained agricultural staff who leave these centers with a practical training completed by an audio-visual training will make a considerable contribution to the modernization and the development of agriculture throughout the wilaya.

10. Fekih, Hadj Benaouda. "Centre de formation de l'O.N.A.M.A. Des techniciens pour l'agriculture" (Training center of the Algerian National Bureau of Agricultural Mechanization. Technicians for agriculture). La République, Jan. 26, 1973, p. 6 (1-1/2 col.).

This establishment is organized to make it possible for trainees already professionally active in the ONMA to further train themselves and to specialize, thanks to an accelerated training. Other establishments of this type are to be founded to provide agriculture with capable personnel. The installations of the center are modern and functional (classrooms, workshops, library, dormitories). The first graduating class counts 60 trainees. The students of the level of the Certificate of Primary Studies will pursue a six-month practical training period.

Educational organization - Higher education

11. "Algérie. Centre de coordination des instituts de technologie. Les instituts de technologie: bilan d'une année de fonctionnement" (Algéria. Center for the coordination of the institutes of technology. The institutes of technology: evaluation of one year of operation). Algiers, 1971, 178 pp.

This work describes the aims and difficulties encountered, as well as the employment problems and the conflict between the requirements and social imperatives.

12. "La fuite des cerveaux, phénomène qui touche le Maroc" (The brain drain, a phenomenon which is affecting Morocco). L'Opinion, Jan. 5, 1973, p. 4 (1/2 col.).

Numerous young people obliged to pursue their studies abroad do not return to their native country. Certain measures would make it possible to solve this problem — creation of schools for skilled technicians and engineers, satisfactory material and moral conditions, possibility of participating in training period abroad (professional improvement, further education) or in special sessions or conferences.

13. "Benyahia à Constantine. Réforme universitaire: 'un choix politique et irréversible' " (Benyahia in Constantine. University reform: a political and irreversible choice"). La République, Jan. 13, 1973 p. 2 (1/2 col.).

The Minister of Higher Education made a visit of inspection of the construction sites of the University and held a meeting at the head office of the wilaya to clarify the material and pedagogical situation. He reviewed the problems inherent in the university's good operation. He spoke of the reform which is being carried out, showing its aims and placing it within the framework of the country's general development.

14. "M. Benyahia: 6 universités en Algérie, dès 1976" (Mr. Benyahia: 6 universities in Algeria starting in 1976). La République, Jan. 14-15, 1973, p. 3 (1/2 col.).

During a visit of the University of Constantine, the Minister of High Education examined with the students their social, material and scientific difficulties. He emphasized a reorganization of university structures based on the socialist charter for businesses and recalled the efforts Algeria has made in the field of higher education. The students must become the solid trained workers which the country needs.

The last point discussed was student participation in the agrarian revolution.

15. Khabatou, M. "Centre de formation administrative. De nouvelles dimensions à la formation" (Center for administrative training. New training dimensions). La République, Jan. 26, 1973, p. 8 (1-1/2 col.).

This center will make it possible to develop training for the five wilayas of the northwest. Administrative training is an essential factor. The existing center, composed of dilapidated, uncomfortable premises, with the students scattered around the city, makes it impossible for them to profit fully from the courses. The new center will include teaching facilities and dormitories. There will be sports facilities, reading rooms, a common room, a cafeteria and libraries.

16. "Les premiers 'fruits' de l'ITA - 360 ingénieurs en décembre 73" (The first "fruits" of the ITA - 360 engineers in december 73). La République, Feb. 5, 1973, p. 3 (2col.).

These are the first engineers to graduate from the first technological institute. The students assigned to the various wilayas of the country are to meet to discuss the knowledge they have acquired from their experience. Others will follow training programs in foreign countries. This year is to be a year of training. They will participate in the agrarian revolution. For the administration of the ITA, priority is being given to eliminating all foreigners from the qualified staff, thanks to the first graduates. The students will be assigned work in the agrarian revolution and in offices of the Ministry of Agriculture.

17. "Algérie. L'Homme Nouveau" (Algeria. The New Man). Jeune Afrique, no. 632, Feb. 17, 1973, p. 21.

The organization and teaching methods of the six universities which Algeria is soon to have will be new. The reform is soon to be applied. Its basis is the socialist charter for businesses. The students, encouraged in their criticism of the old teaching methods, have declared themselves ready to participate in the agrarian reform.

18. Khabatou, M. "I.T.T.E. Dimension des télécommunications"" (ITTE. The dimension of telecommunications). La République, Feb. 24, 1973, p. 7 (1-1/2 col.).

The Technological Institute for Telecommunications is planning on training 4000 engineers for 1980. Its aim is the specialized training of highly skilled personnel in the different specialties of telecommunications and industrial electronics. The studies last four years for engineers, 2-1/2 years for skilled technicians, and sixteen months for ordinary technicians. Theoretical and practical courses as well as training periods are included. The candidates take both academic and psychometric tests. A new center adapted to modern training requirements will be created to replace the existing center.

19. "L'université, instrument d'une promotion permanente" (The university, instrument of permanent promotion). El Djeich, March 1973, pp. 43-45.

The university, the lycée and the school are the best instruments for the overall promotion of the country. The university is gradually being transformed by the existing needs. In this article Mr. Benyahia, Minister of Higher Education, replies to certain questions and clarifies certain ideas concerning scientific research and its orientation, and the objectives and reform of higher education.

20. "Maghreb: cadres supérieurs, leurs engagements" (Maghreb: highly skilled personnel, their commitments). La République, March 16, 1973, pp. 1 and 4 (1/2 col.).

This colloquium served to clarify the functions of highly skilled personnel and their commitment with respect to the political authorities. They have raised this question in their statute. Proposals have been made concerning relations between the national schools of business management, universities, the continuing education of high-level civil servants, and Maghrebian cooperation for the training of qualified personnel.

Teacher training

21. "Les enseignants parachèvent leur formation" (The teachers complete their training). La République, Jan. 3, 1973, p. 6 (1/2 col.).

This article reports on training courses to give teachers preparation as cultural leaders, on discussion-debates at Tlemcen concerning education problems, and on statements on the functioning of the workshops created at the lycée to permit teachers to apply these activities to primary school now that cultural activities are an integral part of the official program of instruction.

Reports were also given in Annaba on child psychology and modern techniques of recreational organization.

Teaching aids

22. Louauchi, Tayeb. "Colloque image et son au service de l'enseignement en Afrique. Essai de synthèse" (Audio-visual colloquium at the service of education in Africa. Attempt at synthesis). Mass Media et pays en voie de développement, 2 vol., 233 pp.

This study is concerned with the use of audio-visual methods in training teaching staff and in mass education, and with problems of investment in audio-visual teaching. The second part presents an

attempt at a synthesis. The third part gives the resolutions adopted. The fourth part includes appended documents, a technical vocabulary, and an audio-visual bibliography. The reports are more specifically concerned with radio at the service of professional and cultural training of beginning teachers (Algeria), the educational use of film strips (Algeria), traditional means in rural zones (Algeria), films in agricultural training (Algeria), a didactic and audio-visual center at the University of Tunis (Tunisia), experiments in programmed and televised instruction (Algeria), the Bureau of Audio-Visual Means (Morocco), the contribution of audio-visual means to teacher training (Morocco), television and education (Morocco), and a number of other subjects.

The second volume includes several Algerian and Tunisian reports concerning training of teaching staff and the inadequacy of this staff, mass education, and problems of investment.

Artistic education

23. Skif, H. "L'Ecole des Beaux-Arts: La difficulté d'être" (The School of Fine Arts: the difficulty of being). La République, Jan. 13, 1973, p. 9 (3 col.).

Interest in artistic training is increasing, but if one studies the educational structures, one may wonder whether this interest will be satisfied.

The situation at the School of Fine Arts of Oran is studied. A rapid sketch of the current situation shows that the progress has been fairly satisfactory, but numerous problems have arisen (ca[illegible]ty, new inadequacy of means, grants, dormitories, opportunities after graduation, teachers). One of the solutions which might solve the problem of graduates' opportunities and of grants is the signing of agreements between the trainers and the "users."

Special education

24. "Séminaire de l'Université d'Oran. Une expérience seulement" (Seminar at the University of Oran. Only an experiment). La République, Jan. 5, 1973, p. 2.

Discussions have been held to acquaint the students with the agrarian reality of the country and to prepare them for the volunteer campaign. A large proportion of the student mass is in favor of the agrarian revolution. Visits to the cooperatives and discussions on the agrarian revolution are also to be organized.

25. "Un centre d'apprentissage pour jeunes filles" (An apprenticeship center for young girls). La République, Jan. 5, 1973, p. 8 (1 col.).

The National Union of Algerian Women has opened an apprenticeship center for young girls who cannot go to school for reasons of age or poverty. The instruction includes various home economics subjects, embroidery, knitting, crochet, child-rearing, and civic instruction. The Union is also going to open other centers.

26. Maachou, Blidi. "Etudiants - Révolution agraire - Le temps d'un séminaire" (Students - The agrarian revolution - The time of a seminar). La République, Jan. 7 and 8, 1973, p. 3 (2 col.).

The conferences held during this five-day seminar concerned the technical and political aspects of the agrarian revolution. The students also reported on their experience in this domain. In the space of one month, the students had to do a large amount of work to apply the instructions concerning the agrarian reform and to encourage other young people to join. Great steps remain to be taken, but at the end of the seminar numerous volunteers signed up for the next volunteer campaign.

III. LIBYA

Philosophy and theory of education

27. "Muḥāḍharātun Baʿīdan ʿan Quʿati al Muḥaḍharāti - Munāqashatun li Ahammīati al-Baḥthi al-Maidānī" (Lecture away from the lecture hall-discussion on the importance of field research). Al-Usbūʿu Al-thāqafīu (The Cultural Weekly), Feb. 22, 1973, pp. 4 and 5.

This article discusses the role of field research in helping to find solutions to humanitarian and philosophical problems faced by a developing country such as Lybia. The writer points out that the basis of Libyan society is Arab-Islamic thought and culture and therefore cautions Libyan scholars against depending haphazardly upon social or philosophical theories and studies that have been learned in the West and that may have no application to Libyan society.

As a consequence, practical field research is seen as the best means of formulating new theories and making new studies that are more relevant to Arab-Islamic civilization. This point of view is supported by the opinions of several professors at the Libyan College of Education, who are quoted in the article.

IV. MOROCCO

Educational organization

28. Annouari, O. "Un enseignement à revoir" (An education which must be reexamined). L'Opinion, March 30, 1973, p. 5 (1 col.).

Education in Morocco, be it higher, secondary, primary or in Koranic schools, suffers from the same inadequacies. The Koranic schools are far from capable of meeting the requirements of the situation and the people's aspirations. They must be reorganized. The teachers must have a solid pedagogical training and must above all train the child on bases inspired by Islam.

Cooperation

29. Castagnos, Jean-Claude. "Aspects socio-économiques de la coopération culturelle française au Maroc" (Socio-economic aspects of French cultural cooperation in Morocco). Revue française de Pédagogie, no. 22, Jan.-Feb.-March 1973, pp. 36-41.

When Morocco acquired its independence on March 2, 1956, it was an underdeveloped country. The author outlines the general trend of education and the recourse to cultural cooperation with France — its characteristics and the socio-economic factors involved. There is a risk that cooperation will thwart development. The new cultural agreement only partly justifies the criticism expressed. The future of education, and, in the long run, the future of the French language in Morocco, appear to be treatened with failure.

Arabization and bilingualism

30. "Communiqué du parti de l'Istiqlal. L'administration l'enseignement et tous les secteurs de la vie publique doivent être arabisés" (Report from the Istiqlal party. Administration, education and all the sectors of public life must be carried out in Arabic). L'Opinion, Jan. 3, 1973, pp. 1 and 5 (3 col.).

The president of the Istiqlal party launches a call to the nation for all to struggle pacifically for the establishment of the linguistic entity.

Although Arabic has been instituted as the country's only official language by the basic law, confirmed by the official constitutions and declarations, everything continues to be submitted to the French language. Arabic should be the language of the government, of the school, and of all public sectors. Foreign languages should occupy the position of a living language, and not of a language of instruction.

To accomplish this, only Arabic should be used in conversation and in all administrative and individual correspondence.

31. Najib, Ahmed. "L'arabisation, nécessité impérieuse" (Arabization an imperious necessity). L'Opinion, Jan. 4, 1973 pp. 1 & 5 - Jan. 5, pp. 1 & 4 (1col.) - Jan. 6, pp. 1 & 4 (1 col.) - Jan. 7, pp. 1 & 3 (1 col.) - Jan. 8, pp. 1 & 4 (1 col.) - Jan. 9, pp. 1 & 5 (1 col.) - Jan. 10, pp. 1 & 5 (1 col.).

In the first part, the author discusses the importance of Arabic in society. The second part discusses cultural cooperation and multilingualism. The third part speaks of education and psychological equilibrium. Arabization is the only form which makes it possible to harmonize the various social and cultural institutions of Moroccan society. Because of the bilingualism which is practiced at all levels of Moroccan education, the school, in addition to being a factor of alienation and a source of conflict at the level of moral and religious values, causes difficulties in the child's training. It should be emphasized that the desire for Arabization is not a new feeling on the part of the Moroccan people. As Arabic is the language of the Koran, it is to a very high degree sacred for Moroccans.

The four basic principles of education were generalization, unification, "Moroccanization" (the employment of solely Moroccan staff) and Arabization. The first three have meaning only in conjunction with the fourth. In fact, one of the main causes of the educational crisis is bilingualism. A study carried out in 1963 by the BIRD proved that, from a purely economic standpoint, bilingualism is a source of waste which only Arabization can remove.

32. "Discours du Président Allal El Fassi. L'arabisation de l'administration implique celle de l'enseignement" (Speech by president Allal El Fassi. Arabization of the administration implies Arabization of education). L'Opinion, Jan. 13, 1973, p. 5 (1/4 col.).

On the occasion of January 11, during a popular meeting, President Allal El Fassi gave an important speech in which he spoke of the problem of education. Education can be well directed only if it is based on the Arabic language, and effective Arabization can be carried out only if the administration and the pther sectors of public life are Arabized, because of the job opportunities. He launched an appeal to the professors, students and syndical organizations to advance the campaign to realize the objectives assigned to the university and to the school.

33. "Comprenne qui pourra" (Let him who can, understand). Jeune Afrique, no. 631, Feb. 1973, p. 39 (1-1/2 col.).

There has been no well-planned and sustained policy of Arabization since independence. After instruction in secondary schools had been Arabized, it later reverted to French for calculus, which was nevertheless taught in Arabic later on. In higher education, two sections of letters and Arab law also exist in French. Young students who have pursued their studies in Arabic are obliged to continue their education in France.

34. Regragui, Fquih. "Rôle de la langue dans l'évolution humaine. Expérience des langues étrangères dans les pays africains. Conférence de M. Idriss El Kettani" (The role of the language in human development. The experience with foreign languages in African countries). Conference held by Mr. Idriss El Kettani). L'Opinion, March 19, 1973, p. 7 (1-1/2 col.); March 20, p. 9 (1 col.); March 24, p. 8 (2 col.).

Mr. Kettani, a professor of sociology, has said that the language problem is one of the most serious problems to confront Morocco since independence. UNESCO has advised against the use of foreign languages in teaching. Similarly, the BIRD has, after a study carried out in Morocco, advised the use of the national language. Starting with her independence, Algeria has given priority to language reform in the country. In Morocco, this experiment continued only until 1961. Despite opposition and despite the obvious dangers of bilingualism, the foreign language has come to occupy an important place in education.

V. TUNISIA

Philosophy and theory of education

36. Sraieb, Noureddine. "La politique tunisienne de l'enseignement depuis l'indépendance (évolution et problèmes)" " [Tunisian educational policy since independence (development and problems)]. Third cycle thesis, Aix-en-Provence, June 1970. 264 pp.

The author studies what Tunisia has achieved in the field of education, analyzes the methods used, and points out the problems which have arisen in this experiment.

His method is to look at what had been achieved before, in order better to discern what is, qualitatively speaking, specific to the new Tunisian policy.

Thus the first part of the work concerns education just before independence, and gives the education structures, the programs, and the school enrollment policy of the protectorate. The second part gives a circumstantial analysis of the reforms made in the structures and in the content of the education, as well as the planning measures adopted in an attempt to increase the number of enrolled children. The author than studies the results achieved, and the problems raised, by the educational policy.

The third part of the thesis shows whether or not the predictions made concerning enrollment and substructure have been fulfilled. The year chosen, 1968-69, marks the end of the four-year plan. The analysis of the results leads to analysis of the problems facing education, and the remedies brought to bear on them.

36. "Rapport entre le développement mental et les conditions d'existence et de scolarité de l'écolier tunisien" (Relation between mental development and the living and educational conditions of the Tunisian schoolchild). Thesis defended in April 1970, Paris, Sorbonne. Bulletin de la Société Tunisienne de Psychologie, 1973, pp. 26-33

The basic aim of this research, carried out on a sample of 450 normally enrolled Tunisian schoolchildren between 7 and 12 years old, was to find what relation exists between mental development and the conditions in which the child lives and studies. This is an important point in treating adaptation of educational programs to the various stages of mental development. The effect of bilingualism on the development of intelligence shows that it is both beneficial and inhibitory. This impediment can be overcome by testing out new methods which take into consideration previous knowledge and by promoting bilingualism in the family and at school.

37. "La jeunesse universitaire devant ses responsabilités" (University youth in the face of their responsabilities). La Presse, Jan. 16, 1973, pp. 1 & 5.

This is an editorial on the subject of student unrest. The protest movement which developed in other countries has died down, and it is now in Tunisia that the agitators are sowing trouble. The questions which the students are asking are also the basis of the concerns of the Tunisian authorities. Everyone must make an effort to overcome the problems involved. Young people must be for or against the country, but neither the people nor the government are ready to tolerate damaging operations. Any person who attacks the country's stability must accept the consequences of his actions.

38. "Installant le Conseil d'Administration de l'Institut National des Sciences de l'Education. M. Mzali: le Ministère de l'Education a toujours accordé une importance capitale à la recherche scientifique et pédagogique" (Setting up the Board of Directors of the National Institute of Educational Sciences. Mr. Mzali: the Ministry of Education has always given an important place to scientific and pedagogical research). La Presse, Jan. 30, 1973, p. 3 (1-1/2 col.)

Mr. Mzali recalls the importance placed by the government in profitability of education; and therefore in pedagogical research. He also points out that the Institute's role is one of research, and that it must act together with the various organizations concerned with pedagogy. The Board of Directors is called upon to participate in drawing up the institute's research policy. It is advisable that imported methods not be adopted without reflection, as they must be adapted to the environment. In addition, all methods become less effective with time, and must be reexamined.

Administration of the educational system

39. "Au cours d'une séance de travail à Béjà. M. Mzali: nous devons inculquer l'esprit de géometrie à tous nos jeunes afin qu'ils puissent assumer leur destin dans ce monde moderne" (During a work session at Beja. Mr. Mzali: We must inculcate in all our young people a spirit of geometry so that they may fulfill their destiny in the modern world). La Presse, Feb. 18, 1973, p. 4.

This session was devoted to preparing the beginning of the next school year. The governor gave a brief picture of the educational situation in the region. Mr. Mzali spoke of the situation at the national level. Primary schools are almost satisfactory now. In secondary education, numerous grants have been awarded. As far as opportunities after graduation are concerned, the minister showed the necessity of orienting the students in a way more in accordance with the country's needs, especially towards mathematics and the exact sciences.

Even in the Faculty of Letters the students should be redistributed, as certain sectors are too large. Efforts should be brought to bear in the next ten years on higher education.

40. "Président l'assemblée générale de la cellule de la Faculté des Sciences. M. Masmoudi invite les étudiants à amorcer une dynamique de réforme au sein même du parti prenant comme exemple l'expérience de renouveau qui a abouti au congrès de Ksar Hellal en 1934" (Presiding over the general assembly of the cell of the Faculty of Sciences, Mr. Masmoudi invites the students to initiate a movement of reform within the party itself, taking as an example the experience of renewal which led to the Ksar Hellal Congress in 1934). La Presse, March 14, 1973, p. 2 (1 col.).

This meeting gave the students a chance to express their concerns over problems related to their university life, as well as general, political and economic problems.

Mr. Masmoudi indicated, with respect to education, that Tunisia is one of the rare Third Worldcountries which has understood the primordial role of middle-level skilled personnel.

Questions raised during the debate concerned the relations between the students and the National Bureau of University Activities, the criteria used in granting scholarships, and various questions related to university life.

41. "M. Mohamed Mzali à la cellule de la Faculté des Lettres: le Ministère soutiendra le corps enseignant chaque fois qu'il proposera des mesures destinées à assurer l'autorité des professeurs et la protection de la majorité des étudiants qui ne demandent qu'à réussir" (Mr. Mohamed Mzali at the cell of the Faculty of Letters: The Minister will support the teaching body whenever it proposes measures designed to ensure the authority of the teachers and the protection of the majority of students, who only want to succeed). La Presse, March 16, 1973, p. 2 (1-1/2 col.).

A debate was held on this occasion between the national educational authorities and the students. It concerned various questions related to both national subjects and problems of university life. The students raised various questions concerning the inadequacy of opportunities for graduates, the priority interest which is to be given to scientific and technical training, the qualification of the teaching staff, the course material, the criteria used in according grants, and the decentralization of higher education. The minister then replied to questions.

In conclusion, he indicated that dialogue and understanding were the key words for the future, and he called upon the students to rally around their teachers and the university and government authorities.

Educational organization

42. "L'Enseignement du français" (The teaching of French). An-Nachra At-Tarbawya, Revue Pédagogique, Tunis, nos. 5 and 6 (double issue), 1972.

This issue gives the results of researches and experiments carried out by French teachers in different centers. These give rise to various methodological approaches aimed at an instruction which is suited to the Tunisian situation. Particular efforts were brought to bear on the newest and most difficult exercises. An important place has been given to the second cycle. The articles in this issue do not treat all the problems which arise for teachers of this subject, nor do they constitute a theoretical and general doctrine. The primary aim is simply to institute a dialogue with the teachers.

43. "Etude sur l'Education Nationale. Bilan" (A study of national education. Report). Vol. 1: "Le développement de l'Education" (The development of education). Republic of Tunisia, Ministry of Education, Bureau of Statistics and Planning, Tunis, May 18, 1972, no. 1509/-613, 213 pp.

This work is one of a number of studies on the qualitative, quantitative, retrospective and prospective aspects of development. One source used was the national educational census. It systematizes, coordinates and completes the experience of previous studies, and will serve in drawing up the fourth plan.

The first part discusses the educational crisis in the world and in Tunisia, and treats questions of documentation and information. The second part discusses the development of education (increase of the numbers of students and teachers in the different branches of education, school construction, cost of education). The third part treats the development of education and of the population — the rate of school enrollment, the social background of the students, and the degree of development reached in Tunisia in the field of education.

44. "Rapport de synthèse sur l'éducation pour la décennie 1961-1972" (Synthesis report on education for the 1961-1972 ten-year period). Republic of Tunisia, Ministry of Education. Commission for education and scientific research. July 1972, 76 pp.

This is a report on educational achievements during the ten-year period from 1962 to 1971. In drawing it up, the Commission had access to a body of documentation from each of the services involved, as well as to more specific information gathered expressly for this purpose. The list of documents used is given.

The chapters of the report concern Higher education and scientific research, secondary and vocational education, primary education, the administrative services of education, and staff management. Examined are the numbers of students and staff, the structure, the programs, the investments, repeating of classes, and dropouts.

45. Bulletin officiel du Ministère de l'Education Nationale, Ministry of Education, no. 1-1973, pp. 1 to 24.

This decree of September 29, 1972, defines the Ministry's mission and authority. Its mission is examined from the standpoint of the different branches of education — pre-school, primary, secondary (general, technical, professional), and higher education. The sixth chapter examines the means it uses. A second decree concerns the central administration and the profiles of the functional uses of the different bureaus.

46. Decree no. 72-275 of September 8, 1972, concerning reorganization of the National Institute of Educational Sciences. Bulletin officiel du Ministère de l'Education Nationale, no. 1-1973, pp. 46-49.

Following the decree of organization of the institute on July 9, 1969, are given the powers and the organization of this institute, responsible for multi-disciplinary studies and research as well as for devising and experimenting with psycho-pedagogical methods. To this end, in conjunction with the bureaus and institutions involved, the institute organizes training periods, seminars and colloquia, evaluates the pedagogical methods used and suggests new paths to follow, studies the possibilities of adapting the programs, draws up didactic instruments, participates in evaluating school texts and should promote modern teaching methods. It is a public establishment with a civil status and financial autonomy.

47. "M. Hédi Nouira s'entretient avec le Secrétaire Général de l'Association des Universités africaines" (Hedi Nouira meets with the General Secretary of the Association of African Universities). La Presse, Jan. 25, 1973 (1/4 col.).

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The Association of African Universities is working for an effective and fruitful coordination of member universities, especially for student and teacher exchanges, granting of scholarships, exchange of results of scientific experiments, and organization of colloquia and seminars.

The general secretary of the association, Yusufu Kironde Lule, recalled Tunisia's role in the Association and the efforts it is making in the field of education. Tunisia is one of the first countries to have encouraged student exchanges amonf African countries.

48. "A l'Ouverture du séminaire de perfectionnement en planification de l'éducation. M. Mzali: la planification de l'éducation est avant tout au service du développement éfficace du système éducatif" (At the opening of the seminar on improving educational planning, Mr. Mzali: educational planning is above all at the service of the efficient development of the educational system). La Presse, Jan. 26, 1973, p. 3 (1/4 p).

There are two parts to this article. The first, written by Moncef Ben Amor, discusses the seminar to be held from Jan. 25 to Feb. 9. in addition to a discussion of techniques for educational planning, there will also be a study of the possibilities for integrating this planning into the country's development plan. The author lists the participants and organizations in the seminar, as well as the subjects of the various conferences.

The second part of the article comprises the speech given by minister of education at the opening of the seminar. After speaking of the International Planning Institute, which is organizing the seminar, he discussed the aims of the seminar and the necessary conditions for success in planning.

49. "Devant le comité sectorial du plan 'Recherches et éducation'. M. Mzali souligne la nécessité de sensibiliser les jeunes aux branches scientifiques et techniques" (Before the sectorial committe for the 'Research and Education' plan. Mr. Mzali emphasizes the necessity of macking young people more aware of the scientific and technical branches). La Presse, Jan. 27, 1973 (1/4 col.).

The minister of education has indicated the orientations of the educational policy. He emphasized the importance of practical instruction and of manual work in primary school, and the necessity of increasing the number of students in the scientific and mathematical branches. Higher education should tend towards to creation of institutes of technology.

The instruction should be adapted to the needs of employment and of the economy.

50. "Présidant la clôture du séminaire d'orientation des élèves des classes terminales du Gouvernorat de Tunis. M. Hamed Zghal: En ce siècle de la technologie et de la science, les jeunes doivent embrasser de plus en plus les carrières de spécialisation " (Presiding over the closing of the seminar on the orientation of terminal class students in the Governorate of Tunis. Mr. Hamed Zghal: In this century of technology and science, young people must more and more embrace specialized careers). La Presse, Feb. 2, 1973, p. 2 (1 col.).

The various reports presented on this occasion dealt especially with programs and with the educational and professional future. Various suggestions were made by the students.

The inadequacy of the equipment and facilities in technical establishments will soon be remedied.

The State Secretary attached to the Ministry of Education emphasized that certain of the students' suggestions concerning programs are not reasonable. He considers that middle-level qualified workers constitute the backbone of the economy and that they are sure to find jobs.

51. "Spécial Nabeul" L'Action, Feb. 21, 1973.

This page is devoted to educational problems. There is an article by the governor of Nabeul entitled "Former et informer" (Training and teaching). A survey gives an idea of certain aspects of education in the Cap Bon. Another article shows the necessity of developing technical and scientific education. The problem of dropouts is also discussed.

52. "L'Ecole Ouverte" (The open school). La Presse, Feb. 18, 1973, p.2 (2col.); Feb. 21, p. 3 (1-1/2 col.); Feb. 28.

The committee of the magazine "L'Ecole Ouverte" has organized four conferences on the theme "school productivity" at the Normal School for Women.

According to Mohamed Harriba, the problem is whether the school fulfills its function. Efforts should be concentrated on training the teaching staff.

Dr. Fadhel Dahrani defines the open school which is integrated into the social life. He thinks that the school should be at the service of the student and of society. He raises the question of educational psychology, of equality of instruction. "An educational revolution is necessary to adapt man to the needs of the country".

Mr. Tlili speaks of the school's participation in the development of civilization and in economic growth, and reports on the relation between the training of staff and the needs of the country. One problem, he says, is caused by the multiplicity of educational institutions in Tunisia.

More students should turn towards technical subjects and for this reason practical instruction should begin very early.

The third part of the article concerns the objectives of primary education.

53. "En visite d'inspection à Nabeul, M. Mzali: l'orientation des élèves au cours de la prochaine décennie se fera sur la base de 70 % pour les sciences, maths et techniques et 25% pour les lettres " (On an inspection visit in Nabeul, Mr. Mzali: the orientation of students during the next ten years should be made on the basis of 70% for the sciences, math and technical subjects and 25% for letters). La Presse, Feb. 23, 1973 (2 col.).

During a visit to the schools, the Minister of Education emphasized the necessity of giving priority to practical and technical training, a problem area in the Tunisian educational system. The students must be oriented towards the technical and professional sections.

He presided over the meeting of the regional education and employment councils, congratulating certain localities where the maintenance and perfecting of schools are ensured by the municipalities and the Destour cells. He then spoke of the problems existing in the field of education (overcrowding, dropouts, orientation), and of how the educational policy can be corrected without disturbing the education of those already enrolled.

He emphasized the importance of vocational training.

54. "En visite d'inspection dans le Gouvernorat de Jendouba. M. Mzali insiste sur la nécéssité d'accorder plus d'intérêt aux branches techniques (On an inspection visit in the governorate of Jendouba. Mr. Mzali emphasizes the necessity of turning more attention to the technical branches). La Presse, March 1, 1973 (1/2 col.).

During this visit, Mr. Mzali investigated the various projects of school construction which are being carried out. He visited various workshops of the "April 9" lycee, and emphasized the current need for technical staff. He exhorted the regional authorities and the teachers to persuade parents to orient their children towards technical branches.

55. Attia, Abdelhamid. "L'Enseignement et la santé publique dans le Gouvernorat de Sousse" (Teaching and public health in the governorate of Sousse). La Presse, March 9, 1973 (1/2 col.).

The author gives a picture of the education situation in this governorate. The substructure of education, especially primary education, is still inadequate. The most urgent problem is that of dropouts, whose number is increasing.

56. Payrol, Manuele. "Remaniement ministériel partiel" (Partial ministerial change). Le Monde, March 20, 1973, p. 7.

This modification took place on March 17. Among other changes, Driss Guiga has taken the place of Mohamed Mzali, and is now responsible for education, a major concern of the authorities because of its role, and also because of the strikes which have taken place.

Mr. Mzali had undertaken a reform under which the decentralization of higher education was planned. Tunisia, which devotes 33% of its budget to education, has had six ministers of education since 1968. Problems have arisen with respect to opportunities, orientation and harmonization of education with the country's needs. It is this last point which is at present causing conflict between the students and the authorities.

57. "Présidant le congrès de la cellule d'El Mzara, M. Ahmed Chtourou: 'Des études sont menées actuellement au sujet de l'efficacité des systèmes éducatifs' " (Presiding over the congress of the El Mzara cell, Mr. Ahmed Chtourou: "Studies are now being done concerning the effectiveness of the educational systems"). La Presse, March 25, 1973, p. 8.

On this occasion the minister of Youth and Sports replied to various questions concerning, among other things, the reform of education and Arabization. National and regional commissions have undertaken to study the effectiveness of the present-day educational systems. He pointed out that the process of Arabization should go hand in hand whith the development of education, and emphsized the importance of civic education for children.

58. "Travaux de la commission mixte Tuniso-Libyenne de l'enseignement/ Echange d'expériences et de personnel enseignant entre les deux pays" (Work of the Tunisian-Libyan joint commission. Exchange of experience and of teaching staff between the two countries). La Presse, March 20, 1973 (1/4 col.).

The commission for the unification of educational policies in the two countries discussed questions of teacher and trainee exchanges, of primary school texts, and of the publication of the results of educational research in the bulletin of the National Institute of Educational Sciences and of the Libyan department of instruction and education.

Educational organization - Primary education

59. "Schéma directeur pour une réforme des structures et de l'organisation de l'enseignement primaire " (Guidelines for a reform of the structures and the organization of primary education). Synthesis report. Republic of Tunisia, Ministry of Education, June 1972, 16 pp + 17 pp. appendices.

A brief picture of the present system gives the duration (6 years), the schedules (characterized by split sessions), the programs, the teaching staff and the conditions under which they work. This report shows that certain measures must be taken with a view to making the necessary corrections. The proposals which are then given concern the above points. This instruction should make it possible for each student to pursue further studies or, if he leaves school, should provide him with a useful basic and practical training so that he will feel himself an integral part of his environment. The appendices concern the development of classes and premises, and suggested schedules are given.

60. "Statistiques de l'enseignement primaire. Statistiques globales de l'enseignement primaire et des écoles normales — année scolaire 1972-73" (Statistics on primary education. Overall statistics for primary education and the normal schools — 1972-73 school year). Republic of Tunisia, Ministry of Education, 40 pp., bilingual.

These tables were drawn up from the school census bulletins of November 1, which were taken to satisfy certain requirements in the establishment of the Fourth Plan. The distribution is studied according to sex and to governorate for the students and teachers, and the nationalities of the latter are studied. The census also included information on scholarships, school supplies and the number of students using the canteens.

61. "Developpement communautaire pour les jeunes du primaire" (Community development for young people in primary school). La Presse, Jan. 7, 1973, p. 2 (2/3 col.).

It is proving indispensable that special action be undertaken to offer young people in the third, fourth and fifth years of primary school, chances to integrate themselves into the economic life which are not afforded by the ministry of education or any other existing organism. There are, at present, no structures for handling these young people.

A project of municipal workshops-schools is being studied. It is based on techniques of community development, and is aimed at young people between 10 and 14.

The aims of this experiment are economic and social. The idea is to make young people aware of the opportunities for their integration into the country's economic life.

The Bureau of Vocational Training is responsible for organizing and supervising this activity.

62. "M. Mzali préside la réunion de la commission sectorielle de l'enseignement à Sfax" (Mr. Mzali presides over the meeting of the sectorial commission of education in Sfax). La Presse, Jan. 28, 1973 (1/2 col.).

The report of the commission on primary education deals with the extension of schools, with school constructions and with sanitary conditions.

63. "Etudes et bibliographies - Eléments de Psycho-Pédagogie préscolaire, le jardin d'enfants" (Studies and bibliographies - Elements of pre-school psycho-pedagogy, the kindergarten). Republic of Tunisia, Ministry of Youth and Sports, Bureau of Planning and Research, March 1973, 36 pp. (French), 17 pp. (Arabic).

The kindergarten as an educational institution is recent in Tunisia. It should be adapted to the country's cultural context. Educators should give thought to the aims of pre-school education and to the content and methods of this education.

This bulletin is a collection of articles, including a study of some of the guiding principles of child pedagogy through J.J. Rousseau, Froebel, Decroly, Montessori, Audemars and Safondal, Freinet and a study of Play and child development, with a pedagogical adaptation and a bibliography. The articles in Arabic concern the problems in defining the objectives of the programs and methods of the kindergarten and exercises in sense perception and linguistic initiation at the level of the kindergarten, followed by a bibliography.

Educational organization - Secondary education

64. "Les résultats de l'examen d'entrée en 1ère année de l'enseignement secondaire et secondaire professionel" (The results of the entrance examination for the first year of secondary and secondary vocational education). Republic of Tunisia, Ministry of Education, Bureau df Statistics and Planning, June 1972, photocopied Sept. 1972, 27 pp.

These statistics are given first in an overall manner according to sex and to governorate. The results are next compared with those of previous years. The third part gives detailed statistics by establishment for each governorate.

66. "Statistiques globales de l'enseignement du second degré. Enseignement secondaire général, enseignement secondaire technique, enseignement secondaire professionnel, année scolaire 1972-1973" (Overall statistics for secondary education. General secondary education, technical secondary education, professional secondary education, 1972-1973 school year. Republic of Tunisia, Ministry of Education, Statistics Service, 47 pp.

These tables were prepared from school census bulletins concerning the numbers of school children as of November 1. They give the statistics for public education (long secondary education; general, industrial,

economic, professional secondary education) according to year of studies, governorate, and sex, the statistics for boarding students and day-boarders, and the statistics for teachers in private teaching and in the Frenchcultural mission.

Educational organization - Vocational education

66. Harzallah, Abdelaziz. "Stages industriels et enseignement technique" (Industrial training periods and technical education). An Nachra At-Tarbawya - Revue pédagogique no. 2, 1973, pp. 40-44.

In consideration of the value of practical training periods, a two-week test was carried out in June 1972 at the Tunis Technical Lycee for 54 students in different specialties in the fifth year of industrial techniques. The author discusses the nature of the training period, the choice of trainees and of businesses, the expected value of the test, and the preparation and success of the period. He concludes that the experiment is worth being repeated and expanded.

67. "Présidant la cérémonie de remise des diplômes au Centre tuniso-canadien. Mr. Dachraoui souligne l'importance de la formation professionnelle dans le plan national de développment" (Presiding over the graduation ceremony at the Tunisian-Canadian Center. Mr. Dachraoui emphasizes the importance of vocational training in the national development plan). La Presse, Feb. 7, 1973 (1 col.).

This center has been open since 1970. The orientation towards making the entire teaching staff Tunisian is one indication of the effectiveness of Canada's cooperation. The aim is to train office staff for priority sectors. Around 300 trainees are prepared at the center by 25 teachers, 6 of whom are Canadian. Night classes have been organized. The students have a one-month practical training period each year. Canada cooperated by supplying training personnel, scholarships for training periods in Canada, and teaching equipment.

68. "Présidant l'ouverture de la conférénce des délégués régionaux de l'OTTEEP. M. Jabbès: la formation professionnelle dispensée à l'office doit être en harmonie avec les exigences du développment du pays" (Presiding over the opening of the conference of regional delegates of the Tunisian national employment bureau. Mr. Jabbes: The vocational training given by the bureau must be in harmony with the country's development requirements). La Presse, March 1, 1973 (1/2 col.).

The bureau must face the new situation created by the employment policy in Tunisia. On the agenda are information, integration of the vocational training sections, and the effect of the rural development program on the individual actions of vocational training and employment.

Concerning vocational training, Mr. Jabbes indicated that the training given by the bureau must be of a high technical level, and must be adapted to development.

69. "La formation professionnelle, l'emploi et l'émigration dans le Gouvernorat de Sousse" (Vocational training, employment and emigration in the governorate of Sousse). La Presse, March 2, 1973.

The Bureau of Vocational Training and Employment of the governorate of Sousse is in charge of four vocational training centers for adults, located in different towns of the region. There is also a perfecting center for the wood and furniture industry and five centers for building construction. New vocational training and perfecting facilities are planned for 1973 in the textile and hotel industries, where great needs exist. Despite this, the need continues to be felt for qualified manpower in various domains, either because no relevant centers exist or because the training given is inadequate.

70. "En visite d'inspection dans le gouvernorat de Kairouan, M. Mzali: Notre option pour l'enseignement technique est motivée par notre souci de garantir un avenir stable à nos jeunes" (On an inspection visit in the governorate of Kairouan, Mr. Mzali: Our option for technical education is motivated by our concern to guarantee a stable future for our young people). La Presse, March 4, 1973, p. 6 (1 col.).

The minister contacted the educational authorities of the region and discussed the problems arising at the regional level in the field of education. He indicated that he had just had a first-hand look at the development of education in the region. School dropouts must be reduced and a school substructure must be set up which meets the requirements of development.

Speaking of the promotion of technical education, he said that the encouragement of this instruction does not mean that letters are to be ignored, but only that the existing imbalance must be reduced. The shortage of skilled staff must be remedied so as to campaign against under-development. The minister also emphasized the necessity of uncrowding the schools in the face of the very great number of students.

71. "Au cours d'une conférence devant les stagiaires de l'Ecole Nationale de Formation des Cadres du Parti. M. Frej Jabbès: la politique de l'emploi doit reposer sur une planification rationnelle et des études approfondies" (During a conference before the trainees of the National School for the Training of Party Executives. Mr. Frej Jabbès: The employment policy must be based on rational planning and thorough studies). La Presse, March 27, 1973, p. 2.

The theme of this conference was employment, emigration and vocational training. Speaking of professional training, Mr. Jabbès emphasized that there are very precise estimates as to the development of certain sectors which have made more progress than others with respect to employment. Trainees raised questions concerning accelerated vocational training.

Educational organization - Higher education

72. "Schéma directeur pour une réforme des structures et de l'organisation de l'université" (Guidelines for a reform of the university structures and organization). Republic of Tunisia, Ministry of Education, April 1972, Vol. 1, Synthesis report, 48 pp. and 16 tables; vol. 2, appended documents.

For two years now, the Ministry of Education has been under analysis and immense work has been done to prepare a report on the achievements and to examine the problems. This work is still going on, but the recent student crisis has created an urgent need for an analysis of the university situation. In this situation, an examination has been made of all students' and teachers' points of view, of the university's mission, and of the new structures making it possible to fulfill this mission. Proposals for reorganization of studies and programs, as well as projects for introducing all-Tunisian staff and courses in Arabic and for recruiting teachers, are given. The guideline should be gone into more thoroughly, with the commissions putting it in concrete form, after consultation with the teachers and students. The brochure is completed with statistical tables.

The appended documents include speeches made by the prime minister on this subject, and a report of the deans on the university and higher edcuation situation.

73. "Statistiques globales de l'enseignement supérieur, année scolaire 1972-1973" (Overall statistics for higher education, 1972/1973 school year). Republic of Tunisia, Ministry of Education, Higher education statistics service. 32 pp.

These tables, draw up to satisfy requirements in preparing the Fourth Plan, were prepared from bulletins based on inscriptions. The information gleaned can be considered only as an approach to the study of the different aspects of higher education. The distribution of the students is analyzed according to nationality and institution, according to nationality and year of studies, and then according to the faculties and technological institutes. The distribution of the numbers of teachers is given by sex, nationality, and degree of qualification.

74. "La formation des journalistes en Tunisie. L'Institut de Presse et des Sciences de l'information" (The training of journalists in Tunisia. The Institute of the Press and News Sciences). La Presse, Jan. 10, 1973, p. 3 (1-1/2 col.).

This institute is open to those holding a baccalaureate, who follow at the same time a bachelor's program in a university faculty. Its task is to satisfy the need for mass communications specialists. This formula ensures a solid general culture and opens paths to new employment, but it presents numerous difficulties because of the heavy course load.

The instruction is divided into two, two-year cycles. The programs include courses in general education, specialized courses and practical work. Various training periods are organized. The director and the teachers are trying to establish close relations between the institute and the mass media.

75. "Deuxièmes journées de développement à Sfax. Vers l'implantation d'une faculté de médecine à Sfax" (Second conference on development in Sfax. Towards setting up a faculty of medicine in Sfax). La Presse, Jan. 25, 1973, p. 2 (1 col.).

One of the subjects to be discussed at this seminar, which was to be attended by several ministers, was the setting up of a new faculty of medicine. The decentralization of higher education has long been under study. Various criteria led to the decision to start with the faculty of medicine. Among these were the ratio of doctors to inhabitants, the saturation of the Tunis faculty, and the bad reputation of medical staff in the country.

A pre-project gives the conception of the faculty from the standpoint of teaching, premises and facilities.

The commission also surveyed what actions should be given priority in the field of vocational training.

76. "Les journées de développement du Gouvernorat de Sfax" (Conference on development in Sfax). La Presse, Jan. 31, 1973, p. 2.

The increasing development of secondary education is creating a necessity for decentralization. The numbers of students are increasing, and numerous studies done in various countries have led to the conclusion that a university should not exceed 15,000 students. The university of Tunis has reached the saturation point.

A second cultural pole should be created, and the university should be brought closer to the student. The choice of Sfax was dictated by the existence of a large school-age population, the privileged geographical position of the city, and its economic and industrial environment, as well as by the idea of ensuring a better equilibrium in the country.

The faculty of medicine will be the first landmark in the decentralization. The number of doctors which the Tunis faculty is capable of providing is insufficient, and the setting up of the new faculty will favor the creation of satellite schools for the training of higher-level technicians in the related specialties.

There are plans to transform the hospital into a hospital-university center.

77. "En visite d'inspection dans les établissements du Gouvernorat de Nabeul, M. Mzali: Vous avez le devoir de prendre exemple sur les jeunes qui par leurs découvertes scientifiques font accomplir à la science des pas de géants" (On an inspection visit to the establishments of the governorate of Nabeul, Mr. Mzali: It is your responsibility to model yourselves on the young people who, by their scientific discoveries, are making possible giant strides in science). La Presse, Feb. 22, 1973, p. 2 (1-1/2 col.).

During his visit to the normal school for women, the minister indicated to the students what principles should guide them. He encouraged them to learn how to choose the correct path without turning their backs on authentic traditions and values. He counselled his listeners to acquire a practical training as housewives in order to contribute to the equilibrium of the family, and to follow the example of their predecessors who made great sacrifices to reach the point they have now attained. He recommended that the teachers counteract any libertine tendencies and that the students establish a list of priorities.

78. "L'Université et ses maitrises" (The University and master's degrees). La Presse, Feb. 23, 1973, p. 9.

Since 1969, it has been possible for the students of the Faculty of Letters to prepare their master's degrees in Tunis. Out of 280 bachelor's degree-holders who have taken advantage of this opportunity, half have chosen Arabic subjects, the others being divided between English, French, history and geography, sociology, and educational sciences. An analysis of the choice of subjects shows that this choice manifests the teachers' specialization and orientation.

79. "Présidant le congrès de la cellule de la Faculté de Médecine. M. Driss Guiga: la tunisification des cadres enseignant à la Faculté de Médecine est une option irréversible" (Presiding over the cell conference at the Faculty of Medicine. Mr. Driss Guiga: The decision to make the teaching staff at the Faculty of Medicine exclusively Tunisian is irreversible). La Presse, March 11, 1973, p. 2 (1 col.).

A number of students spoke on problems of various kinds. They raised chiefly the question of the hospital-university setup, the plans for making all staff Tunisian, and the project to create a faculty of medicine in Sfax. They recalled the problems which currently exist at the faculty of Tunis.

On the subject of making all staff Tunisian, the minister of public health pointed out that the necessary conditions for a professor are no longer the same, because of the development of teaching means. The teachers' youth has the advantage of bringing them closer to the students. The minister spoke of the question of the status of day students. He also gave the reasons behind setting up new faculties in Sfax and Sousse. The essential problem is one of providing the right framework.

Adult education

80. Maamouri, M. "Ethnolinguistique et alphabétisation" (Ethnolinguistics and education for literacy). Revue Tunisienne des Sciences Sociales, no. 28/29, 1972, pp. 281-312.

Within the framework of the campaign against illiteracy financed by UNESCO, two researchers from the Institute for Interethnic and Intercultural Studies and Research of the University of Nice came to Tunisia to do a study of "the socio-psychological mechanisms underlying education for functional literacy and adult training." The author uses this study as a basis for some ramrks. Teaching people to read, on the one hand, and training or educating on the other, exist on two different levels. The defect in many campaigns againts illiteracy is that they place too much emphasis on the mechanical aspect of the instruction and too litttle on its content. A linguistic survey should be carried out beforehand, accompanied by a para-linguistic survey. A part of the article is devoted to defining ethnolinguistics.

81. Aissa, Mohamed. "Le perfectionnement professionnel est un facteur économique et social" (Professional improvement is an economic and social factor). La Presse, Jan. 5, 1973, p. 2.

In addition to the demands of international competition, certain specifically Tunisian requirements make it necessary that there be a continuous further training of supervisory staff. There are a number of other reasons for which continuous training and adaptation are imperative for the individual and for the firm. A series of experiments has already been carried out through the Vocational Training Bureaus. These include night courses, correspondence courses, seminars and related activities. Other institutions have also developed activities in further professional training.

There has been no lack of means in setting up a coherent apparatus for continuing training, but a new policy is necessary in the light of the development requirements of the next ten-year period. This policy should be general and permanent, and should take into account an instruction based on concrete application and on work in small groups.

Teacher training

82. "Ecole normale supérieure de l'enseignement technique en Tunisie" (The Higher Normal School for Technical Education in Tunisia). Republic of Tunisia, Ministry of Education, Project. Oct. 1972, 19 pp.

This project is to be considered only as a preliminary document for another, more detailed study. It would be desirable to have official information on the development of the employment market with a view to drawing up parallel development projects in technical, economic and professional education, according to specialties. A study has been done of the numbers of students and teachers, the anticipated requirements for teaching staff, and the plan for replacing foreign teachers. The anticipated Higher Normal School for Technical Education is studied from the standpoint of structure and teaching staff, and the project is evaluated.

83. "Décret no. 72-252 du 12 Août 1972 portant réorganisation de l'Ecole Normale Supérieure" (Decree no. 72-252 of August 12, 1972, reorganizing the Higher Normal School). Bulletin officiel du Ministère de l'Education Nationale, no. 1, 1973, pp. 32-40.

The Higher Normal School is a national higher education establishment responsible for training secondary teachers, higher

education staff and inspectors and pedagogical organizers for primary and secondary schools, and for promoting pedagogical research. It is endowed with a civil personality and with financial autonomy. It includes sections the number and nature of which are dictated by the ministry of education. The studies include three cycles: general training (two years), basic and pedagogical training (two years), and more thorough training in preparation for the "agregations," doctorates and inspection competitions. The programs are drawn up by ministerial decree upon the advice of the School Council and at the director's proposal. The decree then lists the conditions for admission, the statutes and the administrative organization.

84. "A l'installation du Conseil de l'Ecole Normale Supérieure. M. Mzali: Nous voulons que cette décennie soit celle du relèvement de notre enseignement" (At the setting up of the Council of the Higher Normal School. M. Mzali: We want this to be the decade of an improvement in our education). La Presse, Jan. 12, 1973 (2/3 col.).

The director of the Higher Normal School emphasized the importance of this school's role. During this decade there should be an improvement in the educational level, and all the secondary school teaching staff should become Tunisian.

According to the new statute, the school is responsible not only for training teachers for secondary schools, normal schools and higher educational institutions, but also for organizing additional training courses and retraining courses for those who are already teaching, and for training inspectors and pedagogical organizers.

The education given at the school is based on three essential aims: specialized training, general culture and civic instruction, and pedagogical training.

85. "Présidant l'ouverture du séminaire sur la productivité de l'école normale d'instituteurs. M. Mohamed Mzali: 'L'éducation doit être une action concertée entre l'école, la famille et la société' " (Presiding over the opening of the seminar on the productivity of the normal school for teachers. M. Mohamed Mzali: "Education must be a joint action on the part of the school, the family and society"). La Presse, Feb. 10, 1973, p. 3 (1 col.).

Mr. Mzali has shown that the productivity of the shool depends on the personality of the teacher, on a cooperation between the school and society and on a tranformation of attitudes. In the

field of education, new ideas should be neither rejected nor accepted, but should be adapted to one's convictions.

He defined the productivity of the school according to the three functions, instruction, education and employment.

In conclusion, he made five remarks on the defects in Tunisian education, the necessity of defining the school's mission and the profile of civilization, the number and quality of the teachers, and the study of theories and ideologies in a country which is an integral part of the third world.

86. "Parution du bulletin officiel du Ministère de l'Education Nationale" (Publication of the official bulletin of the ministry of education). La Presse, March 6, 1973 (30 lines).

This publication, the first issue of which has just appeared, gives the main decree-laws, decisions and published letters concerning the teaching body and the administrative organization of educational establishments. In the preface, Mr. Mzali, Minister of Education, writes that a knowledge of administrative affairs should be an integral part of general education instruction.

Teaching aids

87. Bellajouza, Kortas, Ben Cheikh, and Sarabi. "Situation de la lecture en milieu scolaire semi-urbain" (The reading situation in a semi-urban school environment). In: "Une approche des problèmes du livre et de la lecture" (An approach to the problems of books and reading). Cahier I. Maghreb colloquium, Hammamet, Nov. 1972. Tunis, INSE, 1973, pp. 29-63.

This experiment tends to give an overall approach to the reading situation and to the reading behavior of the student. Various questions are discussed, supported by tables: conscious motivations, the reading language chosen and the reasons behind the choice, latent motivations, the reader's behavior, and the content of what is read.

The students concerned by this survey read little, and their schooling has done almost nothing to develop in them a desire to read.

88. Bellajouza, Kortas, Ben Cheikh and Sazhar. "Situation de la lecture en 6° année de l'enseignement primaire tunisien"

(The reading situation in the sixth year of primary education in Tunisia). In: "Une approche des problèmes du livre et de la lecture" (An approach to the problems of books and reading). Cahier I. Maghreb colloquium, Hammamet, Nov. 1972. Tunis, INSE, 1973, pp. 54-90.

The preparation of a sociopedagogical progression aimed at promoting reading made necessary some knowledge of the book and reading situation among bilingual Tunisian schoolchildren. No such study has ever been done at the primary school level, and it is not until the 6th year of primary school that a group of children can fill in a questionnaire without difficulty. It has been possible to observe certain aspects of reading behavior which are peculiar to the rural or to the urban environment. The results make it possible to point out certain facts. A first solution to these problems resides in an examination of the methods used to increase the amount which is read, and above all to enable the student to begin to learn how to assimilate his reading, individually or in a group.

89. Soua, Ahmed. "La lecture dans l'enseignement secondaire, importance et méthodes d'enseignement" (Reading in secondary school, importance and teaching methods). In: "Une approche des problèmes du livre et de la lecture" (An approach to the problems of books and reading). Cahier II. Maghreb colloquium, Hammamet, Nov. 1972. Tunis, INSE, 1973, pp. 149-156.

The author, a secondary school inspector first treats reading in official secondary school programs, official instructions and pedagogical methods (distribution of books, book reports). He then discusses the question of reading in the normal schools. The question of books , which are expensive and rare, is one of education's greatest problems. Books are available in school libraries, through individual efforts, and from public libraries (which are inadequate and impractical). The sessions devoted to reading are often disturbed or badly used, for numerous reasons.

90. "Du compte-rendu de lecture" (A report on reading). In: "Une approche des problèmes du livre et de la lecture" (An approach to the problems of books and reading). Cahier II. Maghreb colloquium, Hammamet, Nov. 1972. Tunis, INSE, 1973, pp. 157-164.

This study is the result of numerous meetings between the Arabic teachers of the Sousse boys' lycee and their inspector to examine the aims of teaching in this field, the difficulties which arise, and the best method to be used in reaching the aims.

91. Soyez, J. "La lecture dynamique. Communication au colloque lecture" (Dynamic reading. A report at the reading colloquium). Tunis, INSE, 1971, 8 pp.

The introduction of this method in the reading programs starting in primary school would be a fortunate innovation, as it gives a considerable improvement in understanding, speed, and memorization. After giving the aims of the method, the author indicates that it consists above all in a certain practice. At present, practically no reading methods are learned in school.

92. Allebeck, S.S., A.B. Errahmani, B. Ouldali. "Radio télévision éducative en Tunisie" (Educational radio-television in Tunisia). SIDA UNESCO mission, published by UNESCO, January 1971. ED/FT/013 Rev. 175 pp.

In the aim of finding rapid and effective solutions to the problems of expanding school enrollment and improving the quality of education, the Tunisian government has decided to resort to radio and television on a large scale. It has therefore asked the SIDA to help it in creating an educational radio-television. The mission studied the project within the context of all educational and training systems. It tried to draw up an inventory of the technical capacities and of the financial and human resources necessary for this project. In conclusion, it judges that the project is justified and dependable, and proposes a six-year program of action (26-month preparatory phase, four-year program of general application).

93. "ONOU information" (National Bureau of University Affairs News).

The aim pf this bulletin, which appears quarterly, is to put at the disposal of the students as complete a documentation as possible concerning schools, institutes and faculties, in order to guide young people in choosing their studies and their future professional activities, in the light of the existing opportunities. The studies are done in Tunisia, or in other countries for specialties which do not exist in the country.

94. "Loi no. 72-61 du 29 Juillet 1972 portant création du Centre National Pédagogique" (Law no. 72-61 of July 29, 1972, creating the National Pedagogical Center). Bulletin pfficiel du Ministère de l'Education Nationale, no. 1, 1973, pp. 25-31.

This National Pedagogical Center is a public establishment of an industrial and commercial nature, with a civil personality and financial autonomy, under the Ministry of Education. Its mission is to activate the production and publication of teaching instruments for the schools, and to see that they are made available under the best conditions of quality and of price. A study is made of the operating and investment budget, of the accounting, and of the government's support.

95. "Synthèse du rapport : UNESCO-SIDA" (Synthesis of the UNESCO-SIDA report). Bulletin d'information des activités du comité d'études des techniques audio-visuelles d'éducation et de formation, no. 1, Jan. 1973, pp. 5-13.

This article concerns the same project analyzed in no. 92. In addition to the information given in that article, it describes the first phase in the implementation of the program, the installation of a closed-circuit system in one school. The bulletin also discusses the way in which later phases are to be carried out.

96. "Le rôle d'une radio-télévision éducative" (The role of educational radio-television). La Presse, Feb. 23, 1973, p. 9.

Concerning the creation of the study committee (TAVEF) on the conditions for the implementation of audio-visual educational and training techniques, several questions arise as to what educational radio-television is, and as to its value. The article points out the defects of traditional instruction and the improvements which this new method might make.

Thanks to the use of radio and television, education will be touched by the technological revolution.

The study committee must face numerous, very complex problems in introducing, through the use of radio and television, a new spirit and new forms of education and training.

The demand for education and training is so great that it cannot be met by the present institutionalized systems, and there is an imperative necessity to open these out.

97. Ben Ajmia, M. "Rapport sur l'expérience de télévision scolaire menée par l'Agence Internationale de Coopération Culturelle et Technique à Chenini Gabès" (Report on the experiment with educational television carried out by the International Agency for Cultural and Technical Cooperation at Chenini Gabes). Bulletin de Liaison et d'Information no. 5, Institut des Sciences de l'Education, March 1973, pp. 9-11.

This experiment in educational television was carried out over four days in two fifth-year classes, with the participation of the Institute for Educational Sciences.

The programs gave rise to extremely rich work sessions. Certain reservations must, however, be expressed. The programs should be produced locally and care should be taken that they are correctly used.

The experiment provided certain ideas on the conditions of reception of the educational program and on the reactions of the Tunisian teachers.

The International Agency could play an important role in this field.

Special education

98. Ben Fatma, Mohamed. "Le comportement des enfants de Bourguiba dans la société et l'éducation qu'ils reçoivent" (The behavior of "children of Bourguiba" in society and the education they receive). 3rd cycle doctoral thesis. University René Descartes, Paris, University year 1971-1972, 246 pp.

The problems of abandoned children became particularly serious with independence (dissolution of the patriarchal family and its economic weakening, the situation in the country, and the economic crisis). Bourguiba declared on March 23, 1956 that the government would take care of these children, grouping them in special villages. After a defective organization at the beginning of 1966, the terms for admission were set by decree.

The author chose this theme after a personal experiment which showed him that almost half these children are incapable of reintegration into society, and because of the magnitude of the problem of pedagogical methods. His research studies the conduct of the children when they leave and join other adults, and the education they receive in the community.

The conclusion gives the outlines of this pedagogy and the prospects for its improvement.

99. "Présidant l'Assemblée Générale de la cellule destourienne de l'INS M. Ahmed Chtourou annonce la réforme de l'enseignement de l'éducation physique" (Presiding over the general assembly of the Destour cell of the INS, Ahmed Chtourou announces a reform of the teaching of physical education). La Presse, Feb. 14, 1973 (1 col.).

In an exhaustive analysis of this reform, Mr. Chtourou explains that it is based on three fundamental principles: There will be two stages to the instruction, one for the training of physical education supervisors, and one for the training of physical education instructors. Parallel to the physical education courses, there will be "basic" studies enabling reconversion in case of professional incapacitation for various reasons. This reform concerns the training of organizers working with young people.

Among other things discussed during the debate were pedagogical methods, often contradictory, imported from other countries, as well as the shortage of sports equipment in schools.

Arabization and bilingualism

100. "Une nouvelle convention sur la coopération culturelle a été signée avec la France" (A new convention on cultural cooperation has been signed with France). Le Monde, March 4-5, 1973 (1/4 col.).

This convention will come into effect on October 5, 1973, and will mark a turning point in the development of cooperation between France and Tunisia. The French aid is to help in a program of Tunisian replacement of foreign instructors. The primary schools have already made the transition to all-Tunisian staff except for pedagogical counsellors. The new convention anticipates the gradual replacement of French cooperants in lycées, except in certain subjects. There are no plans to decrease the number of French cooperants working in higher education.

VI. SPECIAL PROBLEM - THE EDUCATIONAL CRISIS IN MOROCCO

While Tunisia and Algeria are making enormous efforts to modernize and improve their educational systems, and to free them as far as possible from dependence upon foreign staff, the Moroccan government has made decisions in educational policy which are contrary to the wishes of the population, and is meeting the violent opposition these decisions have aroused (prolonged strikes by students and teachers, demonstrations) with force and repression rather than with reform.

As an example of Morocco's anomalous situation, one might consider that while massive campaigns against illiteracy have been waged in Tunisia and Algeria, 87% of the total population of Morocco is illiterate, and whereas school enrollment is almost complete in the former countries, only half the children of primary school age in Morocco are enrolled.

The major points of contention concern Arabization and the transition from a system employing a large number of foreign staff (chiefly French) to a primarily Moroccan teaching body. The second point falls within the larger framework of general cultural dependence, which is felt by students, teachers, and, it is claimed, the population as a whole, to be far too great in Morocco. In the field of technical education, for example, the government is criticized for recruiting only French instructors, and for failing to train Moroccans to fill the same posts (Morocco did train her own technical teaching staff up until 1966, at which point this education was dropped).

Other demands for improvement of educational conditions include improvement of school facilities, which are in many cases inadequate, and improvement of teacher training, which is especially deficient for primary school teachers.

It is requested that the autonomy of the university be respected and that the students and teachers be given a more important part in its management (one specific complaint behind the university teachers' strike was the government appointment of a dean, who should, according to the teachers, have been elected democratically by his peers).

The government has been criticized for taking too long or even failing completely to carry out reforms it has promised. Its reaction to these strikes has, in general, been repressive rather than constructive, and it is felt that so long as no profound reform is carried out, the troubles will continue.

Articles concerning the education crisis in Morocco:

(1) Mosquet, Brigitte. "Agitation universitaire et situation sociale au Maroc" (University agitation and the social situation in Morocco). Maghreb, no. 56, 1973, pp. 17-21.

(2) "Crise de l'enseignement. L'ancienne cité universitaire de nouveau évacuée" (The educational crisis. The old university residence evacuated once again). L'Opinion, Feb. 9, 1973, pp. 1 & 5 (1/2 col.).

(3) "La dégradation de l'enseignement provoque automatiquement celle de la société" (The deterioration of education automatically gives rise to that of the society). L'Opinion, Jan. 9, 1973, p. 10 (1/2 col.).

(4) Gravier Louis. "Nouveaux remous à l'université de Rabat" (New disturbances at the university of Rabat). Le Monde, Jan. 12, 1973 (1/4 col.).

(5) Gravier, Louis. "Le syndicat de l'enseignement supérieur préconise de profondes réformes" (The syndicate of higher education recommends profound reforms). Le Monde, Jan. 17, 1973, p. 2.

(6) "Communiqué de l'Union Générale des Etudiants du Maroc. L'UGEM dénonce la dissolution de l'UNEM. Les masses estudiantines doivent être à la hauteur de leurs responsabilités" (Communique by the General Union of Moroccan Students. The UGEM denounces the dissolution of the National Union of Moroccan Students. The student masses must be worthy of assuming their responsabilities). L'Opinion, Jan. 26, 1973, p. 1 (1 col.).

(7) "La crise universitaire" (The university crisis). Revue de Presse, February 1973.

(8) "Enseignement: un laisser aller inqualifiable" (Education: an indefensible carelessness). L'Opinion, Feb. 1, 1973, p. 7.

(9) "Les enseignants décident une grève dans le secondaire et le primaire" (The teachers decide to go on strike in the secondary and primary schools). Le Monde, Feb. 3, 1973 (1/3 col.).

(10) " La crise de l'enseignement technique" (The crisis in technical education). L'Opinion, Feb. 7, 1973, p. 4 (1/2 col.).

(11) "Les mesures d'intimidation ne font qu'aggraver les problèmes" (Measures of intimidation only aggravate the problems). L'Opinion, Feb. 8, 1973, pp. 1 & 5 (1/2 col.).

(12) "Rebondissement de la crise universitaire" (Rebound in the university crisis). L'Opinion, Feb. 9, 1973, p. 1 (1-1/2 col.).

(13) "Politique de l'amalgame" (Politics of amalgamation). Jeune Afrique, no. 631, Feb. 10, 1973, p. 24 (2-1/2 col.).

(14) "Communiqué de l'UEM sur la situation culturelle au Maroc" (Communique of the Union of Moroccan Students on the cultural situation in Morocco). L'Opinion, Feb. 12, 1973, p. 6 (2 col.).

(15) "Dans une lettre adressée à des personalités politiques et syndicales, appel de l'UGEM pour sauver l'université marocaine" (In a letter addressed to political and union personalities, the General Union of Moroccan Students launches a call to save the Moroccan university). L'Opinion, Feb. 13, 1973, pp. 1 & 6 (1col.).

(16) "La formation des cadres" (Training skilled staff). L'Opinion, Feb. 23, 1973, p. 1 (1col.).

(17) Gravier Louis. "Maroc, le gouvernement est favorable à un épaisement à l'université" (Morocco, the government favors a pacification at the university). Le Monde, March 20, 1973, p. 7 (1/2 col.).

(18) "Marrakech. La FAE examine la situation de l'enseignement et de l'université" (Marrakesh. The FAE examines the educational and university situation). L'Opinion, March 26, 1973, p. 4 (1/2 col.).

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